Request for Applications (RFA)
RFA # GD0-DE-2015-05

Office of the State Superintendent of Education (OSSE)
Division of Postsecondary & Career Education

Dual Enrollment Partnership Agreement Grant

NOFA Announcement Date: May 13, 2015

RFA Release Date: May 27, 2015

Application Submission Deadline: July 15, 2015

Contents

Part 1: Overview Information

Funding Opportunity Title: 2015 Dual Enrollment Partnership Grant

Announcement Type: Competitive

Funding Opportunity Purpose: The Office of the State Superintendent of Education (OSSE), Postsecondary and Career Education Division invites the submission of applications for this competitive grant. The purpose of this grant is to support partnering Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) in providing dual enrollment programming to eligible students in the district.

Key Dates

NOFA Grant Announcement	May 13, 2015
Pre-Application Conference Dates	May 29, 2015 and June 17, 2015
Open Date (Earliest Submission Date)	May 27, 2015
Application Due Date	July 15, 2015
Award Announcement	July 31, 2015
Grant Period	October 1, 2015- September 30, 2016
Semi-Annual Report 1 Due	January 30, 2016
Final Report Due	July 30, 2016

Part 2: Full Text of the Announcement

Section 1: Funding Opportunity Background

The Office of the State Superintendent of Education (OSSE) is pleased to announce a funding opportunity for partnering Local Education Agencies (LEA) and Institutions of Higher Education (IHE) providing dual enrollment programming to eligible students in the District.

By 2020, 76% of jobs in DC will require a postsecondary education[1]. This poses a great challenge to the District because while many students are prepared for education after high school, many of their peers are not adequately prepared to enroll in or persist through certificate training or undergraduate programs. Dual Enrollment is one strategy that can assist in ensuring more students in the District have equal access to postsecondary credentials.

Dual enrollment programs provide high school students the opportunity to take college-level courses while in high school. Participation in dual enrollment programs ease student transitions from high school to college by providing an early college experience that helps students navigate the academic requirements of college and/or become familiar with a college campus culture. Such early college experiences can help students improve their academic and non-academic skills before college enrollment. However, financial constraints often prevent students from accessing dual enrollment services. OSSE aims to remove the financial burdens for District students who are eligible for dual enrollment programs by covering various costs associated with enrolling in a postsecondary course including: fees, books, and transportation. This funding opportunity is available through local funds.

The following table contains key terminology for this Request for Applications:

Definitions

Dual Enrollment	A program where DC high school students enrolled in an LEA can simultaneously enroll in credit-bearing college courses to experience the academic rigor of college and to better understand what is required of them to succeed in a postsecondary educational setting.
Dual Credit	A program where DC high school students enrolled in an LEA and working toward a traditional high school diploma can enroll in approved college courses and earn both high school and college credit.
A Dual Credit Partnership Agreement	A written agreement jointly established by an LEA and partnering postsecondary institution that specifies the terms of the dual credit program, including mutually agreed upon

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[1]http://survey.csuprojects.org/uploads/j-/ul/j-ul01tOShATFY88Kw3B7g/Georgetown-Center-on-Education-and-the-Workforce-jobs-projections.pdf

	eligibility requirements, student support mechanisms, admission and enrollment processes, and the rights and responsibilities assigned to the LEA, partnering postsecondary institution, dual enrollment students and their parents or guardians.
Partnership or Program Partners	LEAs and Partnering Postsecondary Institution that apply jointly to the Dual Enrollment Partnership Grant and agree to provide dual credit programming to eligible DC high school students.

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Application Due Date
All applications are due to OSSE by 5:00PM EST on Wednesday July 15, 2015. Applications must be submitted through the online Enterprise Grants Management System (EGMS). Late applications will not be considered.

Section 2: Program Requirements

Through this funding opportunity, OSSE will support partnerships between LEAs and IHEs that improve key college readiness skills and competencies for high school students through dual credit programming.

At its core, dual credit allows students to progress to their next academic challenge before graduating from high school. Dual Credit programs create tremendous opportunities to prepare students for the rigors of college and promote a college-going culture in the following ways:

- Dual Credit programs help to prepare students for the academic rigors of college by exposing them to college-level coursework and instruction.
- Dual Credit programs can lower the cost of postsecondary education by allowing students to earn college credits during high school and thus shorten their time to completion.

OSSE requests proposals for Academic year 2015-2016 programing that must address and adhere to all of the following key areas:

I) **Dual Credit**
- LEAs and IHEs partnerships must offer dual credit to participating high school students, ensuring they receive both high school and college credit.

II) **Student Support Mechanisms**
- LEA/IHE Partnerships must develop a comprehensive dual credit program that introduces, recruits, selects, and supports students through the dual credit process. Programs must offer an orientation to students and conduct regular check-ins for students enrolled in dual credit.
- Applicants must submit a copy of this plan as part of their application.

III) **Dual Credit Partnership Agreement**
- LEAs and IHEs must establish a Dual Credit Partnership Agreement that specifies the terms of the dual credit program and clearly identifies the IHE contact person responsible for the implementation of this grant. The Partnership Agreement must list the eligibility requirements, student support mechanisms, admission, and enrollment processes and the rights and responsibilities assigned to the LEA, the partnering IHE, dual credit students and their parents/guardians. The Partnership Agreement must detail all aspects of the dual credit experience between the LEA and IHE, including but not limited to, guidelines for students to receive dual credit, grading criteria, and information on student support mechanisms. The Partnership Agreement may be in the form of a Memorandum of Understanding (MOU) or a Memorandum of Agreement (MOA).

IV) **Collect, Maintain and Gather Dual Credit Data**
- Partners will maintain and disseminate dual credit course information and grade data with OSSE.

Section 3: Eligibility Requirements

This RFA is open to all eligible Institutions of Higher Education (IHEs) in partnership with LEAs located in the District of Columbia.

Partnership Applications

OSSE believes dual credit programming is strengthened when multiple entities invest their resources towards a common goal, therefore, OSSE requires applicants to be a Partnership for this grant initiative. A Partnership is defined as the following:

- A single IHE lead applicant with one or more LEA partners

All partnerships must include a signed Partnership Agreement describing programmatic and fiscal responsibilities and confirming commitment to the project. The document will describe how the two (or more) organizations will work together.

The Partnership Agreement must include the following components:
- Mutually agreed upon eligibility requirements for the dual enrollment program;
- Student support mechanisms; and
- Admission and enrollment processes;

In addition, the Partnership Agreement must:
- State the rights and responsibilities of each partner in terms that are simple, equitable, balanced, including without limitation assignment of high school grades and credits by the partnering LEA(s), listing of dual enrollment courses in the student transcripts by the partnering LEA(s); issuance of an official transcript containing dual enrollment courses by the partnering postsecondary institution;
- State the rights and responsibilities of dual enrollment students and their parents or guardians, as appropriate, including without limitation behavior and attendance;
- Acknowledge that students will not be charged tuition for dual enrollment courses;
- Specify the time period of the dual credit program and partnership (academic year 2015 -2016 and summer 2016, as applicable);
- Indicate that the IHE is the fiscal agent and applicant for grant purposes;
- Indicate whether funds will be exchanged between partners. If funds will be exchanged, indicates dollar amount.

No language in the Partnership Agreement shall require partnering postsecondary institutions to admit dual enrollment students from an LEA. The Partnership Agreement must be submitted through EGMS along with the application for grant funding. Applications without attached Partnership Agreements from all partner organizations will not be accepted.

Additional Qualifications for Applicant Organizations

Local Education Agency Partners

Qualified LEAs must be located in the District of Columbia and will serve high school students (grades 9-12) in Academic Year 2015-2016**. Individual schools in an LEA are not eligible to apply directly for funds. However, all applications must include information on the LEA and the**

individual schools within given LEA. All applications must be submitted by the IHE on behalf of the LEA and school.

<u>Institutions of Higher Education Partners</u>[2]
IHEs must be member organizations of the Consortium of Universities of the Washington, D.C. Metropolitan Area or include the following:

American University
Capitol Technology University
Catholic University of America
College of Southern Maryland
Corcoran College of Art and Design
Dominican House of Studies
Gallaudet University
George Mason University
George Washington University
Georgetown University
Graduate School USA
Howard University
Maple Springs Baptist Bible College and Seminary
Marymount University
Montgomery College
National Conservatory of Dramatic Arts
Northern Virginia Community College
Prince George's Community College
Sistema Universitario Ana G. Mendez-Universidad Del Este
Trinity Washington University
University of Maryland-College Park
University of Maryland-University College
University of the District of Columbia
University of the District of Columbia - Community College
Washington Adventist University
Yeshiva College of the Nations Capital

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[2] Eligible institutions of higher education were determined based on non-profit status, location in the District of Columbia, Maryland, and Virginia statistical area within a 40-mile proximity to DC, and program offerings (associate's and bachelor's degrees). Counties in the District of Columbia, Maryland, and Virginia statistical area include Calvert, Charles, Frederick, Montgomery, and Prince George's (MD), and Arlington, Clarke, Culpeper, Fairfax, Fauquier, Loudoun, Prince William, Rappahannock, Spotsylvania, Stafford, and Warren (VA). Independent cities in VA include Alexandria, Fairfax, Falls Church, Manassas, Manassas Park, and Fredericksburg.

Section 4: Award Information

Grant Awards & Payments
A total of $200,000 is available for Dual Credit Partnerships. Partners will receive up to $250.00 per student per course.

Permissible Use of Funds
The following are allowable expenditures:

- Books and fees (including supplementary fees such as laboratory/activity fees)
- Transportation including metro/bus tickets

Grantees may only use grant funds for allowable grant project expenditures during the grant project period. The Office of the State Superintendent of Education (OSSE) will evaluate all grant project budgets to ensure that proposed grant expenditures are reasonable, allocable, and allowable under OSSE guidelines, and may require modifications at any time as a condition of funding.

Allowable costs are determined by the approved objectives and budget for each grant agreement. Only expenditures that qualify as allowable, allocable, and reasonable will be reimbursed.

Opportunity for Extended Funding
While this grant initiative primarily supports dual credit opportunities during the 2015- 2016 Academic year, additional funding may be available for recipients during the summer 2016. Partnerships that wish to extend the 2015-2016 Academic year programming into the summer should detail how summer activities align with existing or planned activities for Academic Year 2015-2016.

Assurances
By applying for funding from OSSE for activities under the Dual Enrollment Partnership Grant, applicants must certify that they have read, understood and complied with the assurances listed below:
1. The proposed program adheres to the Dual Enrollment Regulations as written in 59 DCR 1141.
2. The proposed program was developed, and will be carried out, in active collaboration with all partners named in the grant application, including schools, and local education agencies.
3. The application will be available for public review.
4. The fiduciary agent is financially sound, meeting all Federal, State, and Local tax compliance requirements.

Section 5: Application Submission Logistics

Application Checklist
Complete applications must include the following components:

(1) Goals and Objectives
The Goals and Objectives section is where applicants describe how (a) the program design will increase student access to dual credit opportunities in the District; and (b) estimate the number of dual enrolled students served and number of courses taken by students.
(2) Project Narrative
The Project Narrative section is where applicants identify all partners, including IHEs, LEA and high schools and describe their programmatic and fiscal responsibilities. Applicants also provide a detailed plan of how they will target and enroll students and ensure attendance in the program. Information needs to describe how the applicant will offer dual credit to participating high school students, as well as a description of student supports. In addition,
- An outline of the applicants' student outreach and implementation plans, including:
  - Recruitment strategy including at a minimum information on student recruitment, GPA requirement (if any), and program specifics;
  - Registration timelines; and
  - Availability of ongoing support for students.
- Dates and details of all dual credit orientations for students and parents
(3) Evaluation and Budget
The Evaluation and Budget Section is where applicants provide the yearly estimated budget with estimated cost per student, adhering to the allowable costs permitted by OSSE-- books and fees (including supplementary fees such as laboratory/activity fees) and transportation. In addition, applicants must include a detailed plan to collect, maintain, and report on dual credit data, as described in Section 2, as well as describe the plan to measure student-level program outcomes over the course of the proposed program.
(4) Required Document Uploads
Applicants must upload two documents, 1) a letter of support from participating school principal or Executive Director, and 2) a copy of the Signed Dual Credit Partnership Agreement.

Application Release Date: The application will be released on May 27, 2015. The application is available through EGMS at http://grants.osse.dc.gov. All approved Dual Credit Funding recipients must register to become a vendor in DC prior to the commencement of their programs, if not already a vendor[3]. Only the lead applicant for this grant initiative needs to register as a DC vendor. New vendors should allot at least 72 hours for the registration process. Information about applying for an EIN can be found here. Applying organizations must have a current Employer Identification Number (EIN).

In order to submit reimbursement requests through OSSE's online Enterprise Grants Management System (EGMS), lead applicant organizations must also register for a System for

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[3] A vendor refers to a person, company, or institution that provides a product to the DC government.

Award Management (SAM) account prior to the commencement of their programs. Please see here for information on applying for a SAM account. Organizations will be required to enter a Data Universal Number System (DUNS) number. Please see here for information on applying for a DUNS number. Partners not receiving funds directly from OSSE do not need to register.

Webinar Info Session 1
When: May 29, 2015
Time: 3:00 – 4:00pm
Link to register

Webinar Info Session 2
When: June 17, 2015
Time: 11:00 – 12:00pm
Link to register

Section 6: Application Scoring & Review Process

Review Process

The review panel for this grant is comprised of neutral qualified individuals at OSSE with professional experience in college and career readiness program development and administration. Allocation of awards will be based on how well applicants address the goals and meet the requirements and/or priority areas of this Request for Proposals as specified below.

Criteria	Maximum Points
Goals & Objectives 1. Applicant describes in detail how their program design will increase student access to dual credit opportunities in the District. 2. Applicant includes an estimate of the number of students served and number of courses taken by students.	20
Project Narrative 1. Applicant describes all Partner organizations and their programmatic and fiscal responsibilities. Signed Dual Credit Partnership Agreement and letter(s) of support are included with the application. 2. Applicant provides a detailed plan of how they will target and enroll students and ensure attendance in the program.	50
Evaluation & Budget 1. Applicant describes a detailed plan to collect, maintain, and report on dual credit data 2. Applicant describes how they will measure student-level program outcomes over the course of the proposed program. 3. Applicant provides the budget with estimated costs per student, adhering to the allowable costs permitted.	30

Description of Scoring

The criteria above will be scored using the following indicators:

- No Evidence. The category is not addressed.
- Partial Evidence. The applicant is missing a very large portion of the category, fails to provide information, provides inaccurate information, or provides information that is not discernible.
- Full Evidence. The applicant provides general but sufficient detail, adequately addresses the category, however some areas are not fully explained and/or questions remain. The application has some minor inconsistencies and weaknesses.
- Full and Thorough Evidence. The applicant provides specific and comprehensive information, and provides complete, detailed, and clearly articulated responses. The program design and description is well-conceived, fully developed, and original.

Section 7: Award Administration

Notification of Awards
Applicants will be notified of final award decisions by June 19, 2015 via email. Awards are not final until the applicant has received a Grant Award Notification (GAN) from OSSE.

Monitoring
OSSE will monitor grantees by analyzing and approving budget worksheets through the duration of the grant period. OSSE may also conduct announced and unannounced visits on-site to grantees.

Reporting
Organizations or partnerships receiving funds must comply with the following reporting requirements:
1. Mid-Program Report (Due January 15, 2016). A progress report is due to OSSE upon completion of the first academic semester[4]. At a minimum the report should include the following information about each student: student grade level, high school information, home address, e-mail address, parent contact information student enrollment status, dates of enrollment, attendance (if available), courses taken, high school course equivalency[5], high school credit received, postsecondary credit received, final grade, and an overview of program activities.
2. Final Report (Due July 30, 2016). A final report is due to OSSE upon completion of the second academic semester. At a minimum the report should include the following information about each student enrolled in the program at any point during the academic year: student grade level, high school information, home address, e-mail address, parent contact information, enrollment status, dates of enrollment, attendance (if available), courses taken, high school course equivalency, high school credit received, postsecondary credit received, final grade, and an overview of program activities.

OSSE reserves the right to accept or deny any or all applications if OSSE determines that it is in the best interest of the agency to do so. OSSE shall notify the applicant if it rejects applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant making rules or any applicable federal regulation or requirement.

OSSE reserves the right to issue addenda and/or amendments to the issuance of the RFA, or to rescind the RFA.

OSSE shall not be liable for any costs incurrent in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.

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[4] Sub-grantees will submit reports electronically through OSSE's Scribe Database. Once grants are awarded, sub-grantees will receive training on this database.
[5] High school course equivalency refers to credits earned at the IHEs that take the place of a student's high school requirement.